Cochran

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are ***not*** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

DISTRICT INFORMATION	SCHOOL INFORMATION
District: EAST ORANGE	School: Johnnie L. Cochran
Chief School Administrator: DR. GLORIA C. SCOTT	Address: 199 4th Avenue, East Orange, NJ 07017
Chief School Administrator's E-mail: g.scott@eastorange.k12.nj.us	Grade Levels: K – 5th
Title I Contact: Mr. James Leutz	Principal: Mr. Ralph Jacob, Jr.
Title I Contact E-mail: j.leutz@eastorange.k12.nj.us	Principal's E-mail: ralph.jacob@eastorange.k12.nj.us
Title I Contact Phone Number: 973-266-5781	Principal's Phone Number: 973-395-5975

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☒ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

RALPH JACOB, JR.
Principal's Name (Print)

Principal's Signature

6/10/15
Date

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held ____7_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 2,891,119, which comprised ____99____ % of the school's budget in 2014-2015.
- State/local funds to support the school will be $2,891,119, which will comprise ____99____ % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Back –To - School Night (Overview of ELA, Math, and Technology Workshops)	ELA, Math, and Technology	ELA, Math, and Technology		$400.00
Parent – Focused Workshops (series of mini workshops)	Math	Math		$400.00
Parent – Focused Workshops (series of mini workshops)	ELA	ELA		$400.00
PARCC – Parent – Focused Workshops (series of mini workshops)	ELA, Math, and Technology	ELA, Math, and Technology		$400.00
Light Refreshments	ELA, Math, and Technology	ELA, Math, and Technology		$400.00

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Essexe Burton	Parent	✓	✓	✓	Essexe B. Burton
Ralph Jacob	School Staff- Administrator	✓	✓	✓	Ralph Jacob
Staci Love	COC (Community Outreach Coordinator)	✓	✓	✓	Staci Love
Andrea Boseman	School Staff- Reading Specialist	✓	✓	✓	Andrea Boseman
Shirley Melvin	School Staff- Math Specialist	✓	✓	✓	Shirley A. Melvin
LaKisha Miles	School Staff- Special Education	✓	✓	✓	[illegible]
Bridget Foreman	School Staff- Technology	✓	✓	✓	B Foreman

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
September 19, 2014	Office	Comprehensive Needs Assessment	✓		✓	
December 5, 2014	Office	Schoolwide Plan Development	✓		✓	
June 2015	Office	Program Evaluation	✓		✓	

**Add rows as necessary.*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The Mission of the Johnnie L. Cochran, Jr. Academy staff is to provide all students with a high quality education, by giving our students opportunities to express their creativity and knowledge in conjunction with the Common Core Standards of learning to achieve academic excellence. We seek to create an environment that achieves equality for all students and ensures that every student is fully respected and learns to respect others.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

   The program was implemented as planned with flexibility, according to the needs of the students.

2. What were the strengths of the implementation process?

   More opportunities were given to practice and multiple approaches to understanding were provided for both reading and math by the instructional staff and the tutors.

3. What implementation challenges and barriers did the school encounter?

   There is limited independent reading and students lack basic computation, problem solving, and application skills.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

   Grade level meetings addressed strengths and weaknesses through data.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

   Parents are notified through Focus DIS System, monthly calendars/website, and conferences.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

   Students showed some improvement. Grade level and staff meetings were used to measure staff's perceptions.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

   The parents were concerned. Parents were involved and participated in workshops designed for parents.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

   (1) Whole group instruction; (2) Small group instruction; and (3) After-school Program.

9. How did the school structure the interventions?

   Students received small group instruction, tutoring two times per week and during the afterschool program Tuesday through Thursday.

10. How frequently did students receive instructional interventions?

    Students received tutoring two times per week and the afterschool program Tuesday through Thursday.

11. What technologies did the school use to support the program?

    The School used the SmartBoard, Kidbiz3000, computers, software and various websites to support the program.

12. Did the technology contribute to the success of the program and, if so, how?

    In core subjects the Smartboard was used to engage our students to learn in multiple modalities. It had a positive effect with the students.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did or did not* result in proficiency (Be specific for each Intervention).
Grade 4	10	N/A	Tutoring and After-school Program	Although the students made progress, they were two or three grade levels below in reading.
Grade 5	15	N/A	Tutoring and After-school Program	Although the students made progress, they were two or three grade levels below in reading.
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did or did not* result in proficiency (Be specific for each Intervention).
Grade 4	13	N/A	Tutoring and After-school Program	Students were lacking the basic foundations in math.
Grade 5	3	N/A	Tutoring and After-school Program	Students were lacking the basic foundations in math.
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the Interventions *did or did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A		N/A	
Kindergarten	N/A	8	Journeys	Intervention was successful because 56% of the students scored at or above 500 ss.
Grade 1	N/A	5	Journeys, Model Curriculum	Intervention was successful because 88% of the students scored at or above 360 ss.
Grade 2	N/A	9	Journeys, Model Curriculum	Intervention was successful because 74% of the students scored at or above 477 ss.
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the Interventions provided *did or did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	
Kindergarten	N/A	N/A	Go Math	N/A
Grade 1	N/A	5	Go Math	Intervention was successful because 88% of the students scored at or above 360 ss.
Grade 2	N/A	9	Go Math	Intervention was successful because 74% of the students scored at or above 477 ss.
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	Students	Tutoring and small group instruction.	Yes	Results on District Benchmarks, Renaissance	62% of the student population were proficient.
Math	Students	Tutoring and small group instruction	Yes	Results on District Benchmarks, Renaissance	69% of the student population were proficient.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	Students	Afterschool Program	Yes	Kidbiz3000	60% of the students showed improvement on the levelset test.
Math	Students	Afterschool Program	Yes	Pre/Post Test	70% of the students showed improvement on the post-test.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	Students	Achieve3000, Close Reading, Model Curriculum, Renaissance, Journeys K – 5th	Yes	Teachers completed evaluations forms.	62% of the student population were proficient.
Math	Students	Go Math, ThinkCentral	Yes	Teachers completed evaluation forms.	69% of the student population were proficient.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	Students	Parent focused workshops, Back to School Night, Transition Day	Yes	Sign-In Sheets	62% of the student population will show typical growth.
Math	Students	Parent focused workshops, Back to School Night, Transition Day	Yes	Sign-in Sheets	69% of the student population will show typical growth.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☒ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Ralph Vacors, Jr.		6/10/15
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	PARCC data for grades 3-5 (not available), Model Curriculum assessment, Houghton Mifflin exams, quizzes and informal observations. Renaissance Grades K – 5th.	2015 PARCC (not available) results Grades 3 - 5. Renaissance Test Grades K – 5th (62% of student population will show typical growth).
Academic Achievement - Writing		
Academic Achievement - Mathematics	PARCC data for grades 3-5 (not available), District assessments, and informal observations.	2015 PARCC (not available) results Grades 3 – 5. Renaissance Test Grades K – 5th (69% of student population will show typical growth).
Family and Community Engagement	Back-To-School Night, Parent – Focused mini workshops, parent conferences, and assembly programs.	Renaissance Test Grades K – 5th (62% of student population will show typical growth in reading). Renaissance Test Grades K – 5th (69% of student population will show typical growth in math).
Professional Development	Grade level/staff meetings. Professional Development.	Renaissance Test Grades K – 5th (62% of student population will show typical growth in reading). Renaissance Test Grades K – 5th (69% of student population will show typical growth in math).
Leadership	Teachscape	Renaissance Test Grades K – 5th (62% of student population will show typical growth in reading). Renaissance Test Grades K – 5th (69% of student population will show typical growth in math).
School Climate and Culture	Informal observations, school discipline referral forms, suspensions and surveys.	Renaissance Test Grades K – 5th (62% of student population will show typical growth in reading). Renaissance Test Grades K – 5th (69% of student population will show typical growth in math).
School-Based Youth Services	N/A	N/A
Students with Disabilities	N/A	N/A
Homeless Students	N/A	N/A

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Migrant Students	N/A	N/A
English Language Learners	N/A	N/A
Economically Disadvantaged	N/A	N/A

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

Typically, a needs assessment is used to describe the "gap" or discrepancy between "what is" and "what should be." This assessment involves the gathering of information from a variety of sources. Information can be quantitative and qualitative. Strengths and weaknesses are identified as a result of the investigation and assessment of programs, practices, values and activities. They provide baseline information from which to develop future plans. The next step is setting goals and objectives. These describe the desired results and are used for evaluation and accountability. Next, strategies are identified and activities are planned. Typically, these action plans include the people responsible for implementation and timelines for beginning and completion. Then, the cycle begins again. Our school community has engaged in a continuous cycle of data collection, analysis, planning, and implementation. School improvement planning is a continuous cycle.

Specific to the requirements of the Comprehensive Needs Assessment, meetings were held with stakeholder groups such as teachers, parents, and community members through monthly School Improvement Panel (ScIP) meetings. ScIP members reviewed and discussed the academic achievement and assessment results and determined the priority areas to be addressed for the 2014 - 2015 school year. Furthermore, the Teachers' Professional Development Committee, determined professional development areas to be addressed based on staff surveys and committee meetings. The ScIP and school leadership team also reviewed discipline, at-risk behaviors and the parental and community needs.

2. What process did the school use to collect and compile data for student subgroups?

All data is disaggregated by the State of New Jersey. Additionally, the district rolls over the information to the current school year

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

   The data is valid based upon the core curriculum standards and it is distributed to the Principal and test coordinator. Additionally, the literacy and math coaches compile data from school level assessments.

4. What did the data analysis reveal regarding classroom instruction?

   The data revealed the teachers are teaching to the core curriculum standards.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

   The teaching of writing is extremely complex for teachers. Additional time must be devoted to strengthening this area.

6. How does the school identify educationally at-risk students in a timely manner?

   Due to the lateness of students participating in the State Assessment, results are not returned until the end of the school year. Therefore, students are regrouped for assistance during the upcoming school year. However, based on district assessments, teacher judgment and current grades, students are identified for assistance throughout the year.

7. How does the school provide effective interventions to educationally at-risk students?

   Students at risk are provided with tutorial services during the school week and are identified for extended day programs and the Summer Program.

8. How does the school address the needs of migrant students?

   There are no migrant students within the school.

9. How does the school address the needs of homeless students?

   There are no homeless students within the school.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers were engaged through monthly grade level meetings and staff meetings devoted to analyzing data and making informed decisions. Together with the leadership team a plan was developed.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

The East Orange Early Childhood Program has developed a transition plan from preschool to kindergarten. A committee of early childhood department staff (administrators, master teachers, parent involvement specialists, social workers), preschool staff, kindergarten staff and parents meet to evaluate and establish activities for a smooth transition of students. The committee meets several times during the year. Several activities highlight transition for East Orange preschool students:

- Open House/Welcome Back to School Day/Night
- Kindergarten staff is in-serviced about the preschool program; preschool staff is in-serviced about the kindergarten program.
- A Community Fair is held in the spring to orientate parents about program and registration process for preschool and kindergarten.
- The Transition Open House is held in the spring to invite parents and students to kindergarten classrooms throughout the school district. Kindergarten teachers and assistants provide an overview of the program and expectations. Students tour the room and experience a sample of classroom activities. Books, pamphlets and flyers are distributed with information about the school and program. Summer activities are included in this distribution.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

As stated all students are assessed every three months on the Renaissance Learning assessment. That assessment provides a screening report listing students that need intervention and urgent interventions.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	ELA	Math
Describe the priority problem using at least two data sources	There is limited independent reading. Data resources – Renaissance and Model Curriculum.	Students lack basic computation, problem solving, and application skills.
Describe the root causes of the problem	Identifying Best Practice to increase reading skills within a limited time frame.	Identifying Best Practice to increase math skills within a limited time frame.
Subgroups or populations addressed	Grades 1 – 5	Grades 1 - 5
Related content area missed (i.e., ELA, Mathematics)	None identified at this time (PARCC results not available)	None identified at this time (PARCC results not available)
Name of scientifically research based intervention to address priority problems	Kidbiz3000, Model Curriculum, Renaissance Assessment, and ThinkCentral.	Waggle, Go Math, Renaissance Assessment.
How does the intervention align with the Common Core State Standards?	Directly aligned to Common Core State Standards	Directly aligned to Common Core State Standards

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Parental Involvement	N/A
Describe the priority problem using at least two data sources	Reading - 62% of the student population will continue to make typical growth. Math – 69% of the student population will continue to make typical growth.	N/A
Describe the root causes of the problem	Increase parental knowledge of ELA/Math/Technology as it relates to PARCC and Renaissance Assessments.	N/A
Subgroups or populations addressed	Grades K – 5	N/A
Related content area missed (i.e., ELA, Mathematics)	None identified at this time (PARCC not available)	N/A
Name of scientifically research based intervention to address priority problems	Renaissance, KidBiz3000, ThinkCentral.	N/A
How does the intervention align with the Common Core State Standards?	Directly aligned to the Common Core Standards.	N/A

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Cochran Academy

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that. . .

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or WhatWorks Clearinghouse)
ELA	Students with Disabilities	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	Students Grades K – 5th	Reading	Principal, Teachers, Tutors, Coach & Supervisor	Teacher Assessments, Model Curriculum Assessments, Renaissance Assessment, Progress reports, PARCC results	Teacher Assessments, Model Curriculum Assessments, Renaissance Assessment, Progress reports, PARCC results
Math	Students Grades K – 5th	Math	Principal, Teachers, Tutors, Coach & Supervisor	Teacher Assessments, District Tests, Renaissance Assessment, Progress reports, PARCC results	Teacher Assessments, District Tests, Renaissance Assessment, Progress reports, PARCC results

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Cochran Academy

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §111A(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	Grades 1st -5th	After School Program/ Summer School	Principal, Teachers, Coach	Performance on District Renaissance Test	Performance on District Renaissance Test
Math	Grades 1st -5th	After School Program/ Summer School	Principal, Teachers, Coach	Performance on District Renaissance Test	Performance on District Renaissance Test

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Cochran Academy

**Use an asterisk to denote new programs.*

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	Teachers & Administration	District and School In Service Workshops	District Personnel	100% attendance at meetings (attendance forms) 10% increase in student achievement 10% increase in the use of data to drive instruction (lesson plans- differentiated instruction)	Performance on District Renaissance Test

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Cochran Academy

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Teachers & Administration	Test Results are graphed. Students needing intervention are identified at grade level meetings with a plan of action	Principal, Supervisors, Coaches	100% attendance at meetings (attendance forms) 10% increase in student achievement 10% increase in the use of data to drive instruction (lesson plans - differentiated instruction)	Performance on District Renaissance Test

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Cochran Academy

24 CFR §200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally?

   The Principal and staff. The review will be conducted by the school staff.

2. What barriers or challenges does the school anticipate during the implementation process?

   There is limited independent reading and students lack basic computation, problem solving, and application skills.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   Parents are notified through Focus DIS system, letters, monthly calendars, and conferences.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   Grade level meeting will address strengths and weaknesses through data.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   Parents will participate in workshops designed for parents.

6. How will the school structure interventions?

   Interventions will take place through small group instruction, tutoring, afterschool program, and summer school.

7. How frequently will students receive instructional interventions?

   Students will receive tutoring two times per week and through the afterschool program Tuesday through Thursday.

8. What resources/ technologies will the school use to support the schoolwide program?

   Smartboard, Kidbiz3000, computers, software, and various websites.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

   Renaissance Assessment.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    Information will be disseminated through data from district assessments, workshops, and letters.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	Students	Parent –Focused workshops, Back To School Night, Transition Day	Principal, Teachers, Coach, COC	62% of student population will show typical growth	Parental Involvement improves student growth www.parentstoolshop.com/HTML/tipsl.htm
Math	Students	Parent –Focused workshops, Back To School Night, Transition Day	Principal, Teachers, Coach, COC	69% of student population will show typical growth	Parental Involvement improves student growth www.parentstoolshop.com/HTML/tipsl.htm

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

***Use an asterisk to denote new programs.**

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

   There must be a partnership between the parent and the school.

2. How will the school engage parents in the development of the written parent involvement policy?

   Parents are notified via a letter mailed to the parents of all students and the District website. Additionally, the information is shared during a public board meeting.

3. How will the school distribute its written parent involvement policy?

   The Guidance Counselor meets with all students and teachers to review the form. The student must review the form and get the signature of the parent. Once the form is returned to the school the student and teacher will sign the form.

4. How will the school engage parents in the development of the school-parent compact?

   The Guidance Counselor reaches out to all parents at the end of the school year to provided input related to improving student performance and meeting the needs of students at risk.

5. How will the school ensure that parents receive and review the school-parent compact?

   The Guidance Counselor meets with all students and teachers to review the form. The student must review the form and get the signature of the parents. Once the form is returned to the school the student and teacher will sign the form.

6. How will the school report its student achievement data to families and the community?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Student achievement data is listed in the State newspaper, local newspaper, reported at a local board meeting and provided to parents during the Back to School night and school leadership council meeting.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

   Parents are notified via a letter mailed to the parents of all students and the District website. Additionally, the information is shared during a public board meeting.

8. How will the school inform families and the community of the school's disaggregated assessment results?

   Detailed state assessments results are reported to parents through mail, and school/parent conferencing.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
   The ScIP/Leadership Team will reach out to all parents at the end of the school year to provide input related to improving student performance and meeting the needs of students at risk.

10. How will the school inform families about the academic achievement of their child/children?

    Student achievement data is listed in the State newspaper, local newspaper, reported at a local board meeting and provided to parents during the Back to School night and school leadership council meetings.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

    Parent involvement funds will be used to facilitate parent workshops, provide refreshments and purchase educational information for the parents.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools;

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	25 100%	Teachers who meet the qualifications for HQT, consistent with Title II-A.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	N/A	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	5 100%	Paraprofessional who meet the qualifications required by NCLB (education, ParaPro test, portfolio assessment.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	N/A	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The District regularly advertises in the Star Ledger. Post advertisements on the District website, conducts on-campus recruitment at colleges and universities in the Mid-Atlantic region, participates in recruitment consortiums throughout the Mid-Atlantic region, posts vacancies through NJ Hire and participates in any other appropriate requirement venues.	The Director of Human Resources